

ANNEXURE A

Kurrikulum- en assesseringsbeleidsverklaring

Afrikaans Huistaal Graad 10-12

| PAGE | Captured as (error) | Change to |
|-------------|----------------------------|-----------------------------|
| 27 | Toneelaanwysings / subteks | Toneelaanwysings / neweteks |

ANNEXURE B

AGRICULTURAL SCIENCES

ANNUAL TEACHING PLAN – GRADE 11

| Page No. | Content to be corrected | Motivation |
|-----------------|--|---|
| Page 26: week 8 | Replace / (slash) with an “and” between sausage and feeling method | These are separate distinct methods |
| Page 28 | Delete soil science (under topic column) | Unnecessary repetition |
| Page 29: week 6 | ph must be corrected as pH | International convention |
| Page 29: week 6 | Replace / (slash) with “and” between prevention and controlling soil acidification | These two concepts have different impacts on soil acidification |
| Page 32: week 7 | The calculation of “Unit Value of fertilizer” is omitted and should be included as bullet number 5 | Correction of omitted content during the finalisation of the document |
| Page 35: week 1 | Replace “Oculation” with Budding | Correct terminology: this is direct translation from Afrikaans |
| Page 36: week 4 | Insect control in stored seed and grass : Replace grass with “grain” | Correct terminology |

Business, Commerce and Management Studies

ACCOUNTING

1. **Page 22:** Add “**DRAWINGS**” to partners account. This is an important transaction in order to complete the partnership cycle. Partners are entitled to withdraw from the partnership business.
2. **Page 13 Grade 10** and **page 22 for Grade 11** include the **consistency principle** as one of our GAAP principles.
3. **Partnership Page 22:** Clarification is needed on the treatment of “**BONUS**” to Partners i.e. the different entities treat the 13th cheque and performance bonuses differently.
4. **Budgeting Page 27:** The indication of “**Projected receipts and payments**” to the document brings confusion. The understanding is that the projected receipts and payments is the same as **CASH BUDGET**. Therefore it is suggested that we remove the projected receipts and payments and only remain with CASH BUDGET as this has always been the case.
5. **CLUBS Page 24:** The omission of “**the statement of income and expenditure**” was welcomed by all the provinces; however the membership fee account and all other ledger accounts concerned are still supposed to be closed off to the statement of income and expenditure. (**Closing transfers**). How do we close that gap?
6. Bookkeeping of a Partnership- year end adjustment: **Bad debts recovered** (including receipts from **solvent** estates), in Grade 11, **page22:-** it should read “Bad debts recovered (including receipts from **insolvent** estates)” as it is on page **17** in Grade 10.

BUSINESS STUDIES

1. Depth and Breadth of “Prospectus” (pg. 26 Grade 11): include: **definition of a prospectus, new concepts used in a prospectus and the requirements of a prospectus.**

2. **“Assignment”** not explained in CAPS document chapter 4. (Refer page 47).
3. **Refer page 33 Grade 12** – Consumer Protection Act No. 68 of 28 April 2008 – please correct- it is not of **2009**.
4. Refer pg 39 Grade 12 – please insert - **Recap : criteria, stages, team dynamics and theories**
5. Refer page 23 Grade 11 – “Business has **some/limited control** over the factors, it can influence the market environment. Macro environment – Business has no control over the factors.
6. **Text box: Page 40**

Note: Term 3 formal task was given in term 2. Learners should complete the task for term 3 and submit. The content dealt with in terms 1 and 2 should be revised for the mid-year examination.

*At the end of the 2nd term, learners must be able to analyse and interpret any **financial (change financial to Business)** information and answer any problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.*

ECONOMICS

1. **Page 24 summary of Grade 11 annual teaching plan: term 1, week 1 and 2 should be written as** Economics Basic concept & Population and labour force.
2. **Page 24 summary of Grade 11 annual teaching plan: term 2, change** Dynamics of markets: Price elasticity to week 1 and 2. Dynamics of markets: Relationship Between markets to week 3 and 4, and Dynamics of markets: Cost & Revenue to week 5 and 6.
3. **On page 30:** Economic integration and co-operation, for example: it is **SACU NOT SACC**

ANNEXURE D

Computer Sciences

| | | |
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| P1 | First paragraph | Make bold |
| P1 | Third paragraph | Change develop to developed |

ANNEXURE E

GEOGRAPHY

| PAGE | Captured as (error) | Change to |
|----------------------|---|---|
| 19, Topographic Maps | distance: measuring distance on maps and converting to ground distance, straight line and curved | distance: measuring distance on maps and converting to ground distance along a straight line |
| 24, Topographic Maps | omitted under <ul style="list-style-type: none"><li data-bbox="517 857 863 891">• simple cross sections | Insert as <ul style="list-style-type: none"><li data-bbox="967 857 1313 891">• simple cross sections<li data-bbox="967 902 1465 1014">• distance: measuring distance on maps and converting to ground distance along a straight line |

ANNEXURE F

HISTORY

| PAGE | Captured as (error) | Change to |
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| 36 Term 3 (Weighting) | 'Source-based or essay' | ' Source-based and or essay' |
| 34 and 36 Term 4 Grade 10 11 & 12 | 75% of total year mark = 300 marks | 75% of total exam mark = 300 marks |
| 40 | 'candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion' | 'candidates will be asked to discuss, explain or assess the accuracy of a statement, or to express an opinion' |
| 38 | 'In each of the papers, learners must answer one source-based, one essay and one other question.' | 'In each of the papers, learners must answer one source-based, one essay and one other question (either essay or source-based).' |
| 28 | 'What forms of civil society protest emerged from the 1960s to 1990s?' | 'What forms of civil society protest emerged from the 1950s – 1970s?' |
| 12 Grade 12 | 'Civil society protests 1950s to 1990s' | 'Civil society protests 1950s to 1970s' |
| 39 Question 3 & Question 6 | 'What forms of civil society protest emerged from the 1960s to 1990s?' | 'What forms of civil society protest emerged from the 1950s – 1970s?' |
| 14 Case Studies | 'Each of the case studies include:' | 'Each of the case studies includes:' |
| 19 | | 'Stalin's policies' |

| | | |
|---|--|--|
| Third sentence from the bottom | 'Stalin's Stalin's policies' | |
| 21 Background | 'This topic the theories' Second line – 'different counties applied them ...' | 'This topic investigates the theories ...' Second line – 'different countries applied them ...' |
| 24 See bullet 3 from the top second dash | 'How did apartheid different ...' | 'How did apartheid differ ...' |
| 31 Key question | 'How has the world changed since 1960s? ' | 'How has the world changed since 1980s? ' |
| 33 Second paragraph, second sentence. | 'Examples of formal assessments' | 'Examples of formal assessment' |
| 33 4.3.1 | 'Formal assessments ...' | 'Formal assessment ...' |

ANNEXURE G

ISIXHOSA HL

| section | Iphepha(page) | Tshintsha[Change] | Mayilungiswe ibe[change to] |
|---------|---|--|---|
| 1.1 | 31 | Intengiso okanye isibhengezo | Isibhengezo-ntengiso |
| 1.2 | 32 | Inani lamagama kwiphepha | 70-80 |
| | 29 | Isigqibelo | Isigqebelo |
| | 103,28,29 | uphuphelo | Uphuphulelo |
| | 85 | Inkqabo- heading | Inkqubo |
| | 106,p88 | Ngeliso alibukhali | Ngeliso elibukhali |
| | 28 | uyondelelowano | Uyondelelwano |
| | 106 | Ulwimi oluthambekele bucala nedlelelelayo | Ulwimi oluthambekele bucala noludlelelelayo |
| | 98 | Izivakalisi esimbaxa | Izivakalisi ezimbaxa |
| | Page 88 | limpawu kwicandelo C | |
| | Page 106 | 2 commas and spacing -last bullet | |
| | P43 Imihlathi kwitheybhile yobude beetekisi | Memorandam neKholam | |
| | Cover Page | “yeSizwe” from Second Heading that reads, INkcazelo yePolisi yeSizwe yeKharityhulam nokuHlola | |
| 1.3 | | Iphepha 59 iveki 5&6 | Fakela izakiwo zezivakalisi |
| 1.4 | | | |

| SECTION | PAGE | CHANGE | CHANGE TO |
|----------------|-------------|---------------|---------------------------------------|
| 3.2 | P 37 | Amanqaku | Amanqaku/inowutsi |
| 3.2 | P 37 | Izihlekiso | Izihlekiso(ezizotyweyo) / iziqhulo |
| 3.3 | P 49 | Iobhitshuwari | Is it a shorter piece or longer piece |
| | P53 | Week 5-6 | Translation not the same as P 57 |
| 4.4.1 | P 93 | Inkqabo | Inkqubo |
| | P 110 | Uphuphelo | Uphuphelelo |
| | P 111 | Whole Page | Delete the whole page it is repeated |

ANNEXURE H

LIFE SCIENCES

| PAGE | CAPTURED AS | CHANGED TO |
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| On page 10 | | Genetics must be inserted in Grade 12 under the column 'Life at molecular, cellular and tissue level'. |
| On page 39 | Grade 11: Content, Biodiversity and Classification of Microorgaisms | Grade 11: Content, Biodiversity and Classification of Microorganisms |
| On page 39 | distrution | Look for evidence bacterial/fungal diseases on plants (school and home). Map the distribution of one disease in the study area. |
| On page 42 | Essential | Compulsory |
| On page 49 | Change 24 hours | 16 hours |
| On pages 68, 69 and 70 | | Include specific aim 2 in assignments and projects only |
| On page 70 | under content in the formal programme of assessment | Skills are listed under specific aims 1, 2 and 3 |

ANNEXURE I

Mathematics Intermediate Phase (Grades 4-6)

| PAGE | CAPTURED AS (ERROR) | CHANGE TO |
|--|---|---|
| p12 [2.6 WEIGHTING OF CONTENT AREAS] | <ul style="list-style-type: none"> The weighting of Mathematics content areas serves two primary purposes: guidance regarding the time needed to adequately address the content within each content area guidance on the spread of content in the examination (especially end-of-the year summative assessment). The weighting of the content areas is the same for each grade in this phase. | <p>The weighting of Mathematics content areas serves two primary purposes:</p> <ul style="list-style-type: none"> guidance regarding the time needed to adequately address the content within each content area; and guidance on the spread of content in the examination (especially end-of-the year summative assessment). The weighting of the content areas is the same for each grade in this phase. |
| p14 [Grade 5, bullet 4] | 6 digit numbers | 6-digit numbers |
| p22 [Grades 4, 5, 6] | characteristics of objects | First letter 'c' should be a capital letter, i.e. Characteristics of objects |
| p25 [Grade 6] | <ul style="list-style-type: none"> Calculations and problem-solving involving length | Calculations and problem-solving involving length (Remove bullet) |
| p32 [3.2 ALLOCATION OF TEACHING TIME, bullet 3] | content area | Content Area |
| p37 [Column 4] | <ul style="list-style-type: none"> Rounding off to the nearest | <ul style="list-style-type: none"> Rounding off to the nearest 10, 100, 1 000 |
| p39 [Column 2] | 2.1 Number sentences (introduction to algebraic expressions) | Change 2.1 to 2.3 . The topic should read: 2.3 Number sentences (introduction to algebraic expressions) |
| p41 [Column 4, bullet 2] | Wo | Two |
| p44 [Column 4, bullet 1] | Example: Calculate $362 + 486$ OR and $60 + 80 = 14$ | Change 14 to 140 |

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| p52 [Column 3, bullet 1, Properties of whole numbers] | ofwhole numbers | Change ofwhole to of whole |
| p55 [Column 4, What is different to Grade 3?] | Once learners have been learnt to tell the time, further practise can take place during mental mathematics time. | Delete ' been ' and change ' lernt ' to ' learnt ' |

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| p63 [Column 4] | $9 \times 6 = 5 \times 6 + 4 \times 6$ | $9 \times 5 = 5 \times 5 + 4 \times 5$ | | | | | | | | | | | | | | |
| p71 [Column 4] | Concepts, skills and number range for Term 1 | Change Term 1 to Term 2 | | | | | | | | | | | | | | |
| p76 [Column 4] | Learners should do context free calculations and solve problems in contexts and do context free calculations | Delete as follows: Learners should do context free calculations and solve problems in contexts and do context free calculations | | | | | | | | | | | | | | |
| p80 [Column 4, What is different to Grade 3?] | They also createtheir own patterns. | Change ' createtheir ' to ' create their ' | | | | | | | | | | | | | | |
| p82 [Column 4, Example] | Describing how they made the pattern or answering the question "how to I get from one stage to the next?" | Change 'how to I get' to read 'how do I get' | | | | | | | | | | | | | | |
| p82 [Column 4] | | Change the second 5 to 6 | | | | | | | | | | | | | | |
| | <table border="1"> <tr> <td>Triangle number</td> <td>1</td> <td>2</td> </tr> <tr> <td>Number of matchsticks</td> <td>3</td> <td>6</td> </tr> </table> | Triangle number | 1 | 2 | Number of matchsticks | 3 | 6 | <table border="1"> <tr> <td>Triangle number</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Number of matchsticks</td> <td>3</td> <td>6</td> <td>9</td> </tr> </table> | Triangle number | 1 | 2 | 3 | Number of matchsticks | 3 | 6 | 9 |
| Triangle number | 1 | 2 | | | | | | | | | | | | | | |
| Number of matchsticks | 3 | 6 | | | | | | | | | | | | | | |
| Triangle number | 1 | 2 | 3 | | | | | | | | | | | | | |
| Number of matchsticks | 3 | 6 | 9 | | | | | | | | | | | | | |
| p109 [Column 3] | Calculations and problem-solving with mass include problems in contexts with mass converting between grams and kilograms limited to examples with whole numbers and fractions | Calculations and problem-solving with mass include <ul style="list-style-type: none"> problems in contexts with mass converting between grams and kilograms limited to examples with whole numbers and fractions | | | | | | | | | | | | | | |
| p119 [Column 2] | 5.1. Probability | Change 5.1 to 5.4 to read: 5.4. Probability | | | | | | | | | | | | | | |
| p131 [Column 4] | Similar exercises can be set for pairs of numbers that make up | Similar exercises can be set for pairs of numbers that make up 1 000 | | | | | | | | | | | | | | |
| p132 [Column 4, Checking solution] | Example: If $5\ 362 + 2\ 488 = 7\ 848$ then $7\ 848 - 2\ 488 = 5\ 362$ | Change 7 848 to 7 850 . The example should read: If $5\ 362 + 2\ 488 = 7\ 850$ then $7\ 850 - 2\ 488 = 5\ 362$ | | | | | | | | | | | | | | |

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| p132 [Column 4, Checking solution] | <ul style="list-style-type: none"> check a subtraction calculation by addion | Change ' addion ' to ' addition ' |
| p132 [Column 4, Checking solution] | Example: If $4\ 687 - 2\ 134 = 2\ 544$ then $2\ 544 + 2\ 134 = 4\ 687$ | Change 2 544 to 2 553. The Example should read: If $4\ 687 - 2\ 134 = 2\ 553$ then $2\ 553 + 2\ 134 = 4\ 687$ |
| p135 [Column 4] | Using the additive property of zero by compensation to calculate Calculate $2\ 696 + 2\ 387$: $2\ 296 + 2\ 387 = 2\ 296 + 4 - 4 + 2387$ $= 2\ 300 + 2387 - 4$ $= 2\ 300 + 2\ 683$ $= 4\ 983$ | Change 2 683 to 2 383 and 4 983 to 4 683 . The new calculation will be: Calculate $2\ 696 + 2\ 387$: $2\ 296 + 2\ 387 = 2\ 296 + 4 - 4 + 2387$ $= 2\ 300 + 2387 - 4$ $= 2\ 300 + 2\ 383$ $= 4\ 683$ |
| p137 | If learners then write pairs of matching number sentences | If learners then write pairs of |

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| [Column 4] | based on the flow diagrams, they can discuss using multiplication to check division and using <u>multiplication</u> to check <u>division</u> . | matching number sentences based on the flow diagrams, they can discuss using multiplication to check division and using <u>division</u> to check <u>multiplication</u> . |
| p138 [Column 4] | They then <u>diiscuss</u> a short way to multiply by | They then <u>discuss</u> a short way to multiply by <u>10</u> |
| p149 [Column 4] | | Change the numbering of paragraph 3 and 4 to 1 and 2 respectively |
| p156 [Column 3] | <ul style="list-style-type: none"> Represent odd and even numbers to at least 1 000 | Change 'least 1 000' to 'least 1 000' |
| p158 [Column 4, bullet 4] | <ul style="list-style-type: none"> Breaking down all the numbers <u>ording</u> to place value parts to subtract using compensation (counterbalance) | Change ' <u>ording</u> ' to ' <u>according</u> ' |
| p163 [Column 3] | <p>Calculations and problem-solving related to length Solve problems in context related to length Conversions include converting between any of the following units: millimetres (<i>mm</i>), centimetres (<i>cm</i>), metres (<i>m</i>) and kilometres (<i>km</i>) Conversions limited to whole numbers and fractions</p> | <p>Calculations and problem-solving related to length</p> <ul style="list-style-type: none"> Solve problems in context related to length Conversions include converting between any of the following units: millimetres (<i>mm</i>), centimetres (<i>cm</i>), metres (<i>m</i>) and kilometres (<i>km</i>) Conversions limited to whole numbers and fractions |

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| p164 [Column 4] | Estimate and calculate using | Estimate and calculate using <i>mm, cm, m, km</i> |
| p167 [Column 3] | <ul style="list-style-type: none"> Further activities to focus learners on <u>charactersistics</u> of objects | Remove the bullet and change <u>charactersistics</u> to <u>characteristics</u> |
| p168 [last Row, ASSESSMENT] | At this stage learners should have been assessed on: | Change <u>learnes</u> to <u>learners</u> |
| p173 [Column 4] | Lerners fill in other multiples as they need to use them e.g. | Change <u>Lerners</u> to <u>Learners</u> |
| p173 [Column 4] | Learners <u>usemultiply</u> and then subtract to calculate by approximation. | Delete <u>use</u> from <u>usemultiply</u> |
| p173 [Column 4] | Learners should check their calculations by multiplying: $26 \times 17 = (26 \times 10) + (26 \times 7)$ $= 260 + 182$ $= 422$ | Change <u>422</u> to <u>442</u> |
| p177 [Column 4] | know from working with equivalence, when a fraction is equal to or greater than | Insert 1 at the end of the sentence. The new sentence should read: know from working with equivalence, when a fraction is equal to or greater than 1 |

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| p179 [Column 4] | | Change 20 in the number line to 200 |
| p186 [Column 4] | <ul style="list-style-type: none"> the average normal human body temperature is 37 °C | Change <u>37 0°C</u> to <u>37°C</u> |
| p186 [Column 4] | Reading calibrated <u>capacity</u> measuring instruments | Reading calibrated <u>temperature</u> measuring instruments |
| p186 [Column 4] | Calculations and problem-solving <u>involving temperatures</u> should be limited to | Change <u>involving temperatures</u> to <u>involving temperatures</u> |
| p188 [Column 4] | Complete data cycle: context personal data The complete data cycle includes asking a question, <u>collectin</u> , organising, representing, analyzing and interpreting data and reporting on the data. | Change <u>collectin</u> to <u>collecting</u> |
| p197 [Column 3] | | Add the following bullet and calculation technique under 'estimation': <ul style="list-style-type: none"> adding and subtracting in columns |
| p206 [Column 4] | See notes in Term 2. In Term 4 learners should just do <u>moreexamples</u> . | Change <u>moreexamples</u> to <u>more examples</u> . |
| p207 [Column 4] | For which pairs of numbers does the rule " multiply the first number by and <u>thensubtract</u> to get the second number " apply? | Change the sentence to read as follows: For which pairs of numbers does the rule " multiply the first number by <u>9</u> and then subtract <u>7</u> to get the second number " apply? |
| p208 [Column 2] | 5.2 Probability | Change 5.2 to 5.4 |
| p209 [Column 3] | Farm workers picked 42 345 pears during the morning. After lunch they picked some more. By the end of the day, they had picked <u>16 589</u> pears. How many pears did they pick after lunch? | Change <u>16 589</u> to <u>58 934</u> |
| p213 [Column 3] | <ul style="list-style-type: none"> Represent prime numbers to at least | Add 100 after "least". The new sentence should read: <ul style="list-style-type: none"> Represent prime numbers to at least 100 |
| p213 [Column 4] | ◇ multiples of | Add 100 after 'of'. The new sentence should read: ◇ multiples of 100 |
| p213 [Column 4] | <ul style="list-style-type: none"> times tables (multiplication of whole numbers to at least | Add '12 x 12)' after "least". The new sentence should read: <ul style="list-style-type: none"> times tables (multiplication of whole numbers to at least 12 x12) |
| p221 [Column 4] | a) $62 + 5 = \square + 4$ (learners can use the fact that $5 = 4 + 1$, so that $62 + 5 = 63 + 4$) | Close bracket after $63 + 4$. The new sentence should read: a) $62 + 5 = \square + 4$ (learners can use the fact that $5 = 4 + 1$, so |

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| | | that $62 + 5 = 63 + 4$) |
| p223 [Column 4] | Example: If $45\ 362 + 32\ 488 = 77\ 848$; then $77\ 848 - 32\ 488 = 45\ 362$ | Change as follows: Example: If $45\ 362 + 32\ 488 = 77\ 850$; then $77\ 850 - 32\ 488 = 45\ 362$ |
| p227 [Column 4] | Time should rather be spent on equivalence, comparing fractions and doing calculations with fractions <u>and calculating</u> . | Delete ' <u>and calculating</u> ' |
| p228 [Column 4] | calculations with and conversions between all the units mentioned in the column on the <u>left.time</u> zones | Correct as follows: calculations with and conversions between all the units mentioned in the column on the <u>left and time</u> zones |
| p232 [Column 4] | <ul style="list-style-type: none"> An obtuse angle bigger than a right angle but smaller than a right angle | Correct as follows: <ul style="list-style-type: none"> An obtuse angle <u>is</u> bigger than a right angle but smaller than a <u>straight</u> angle |
| p232 [Column 4] | <ul style="list-style-type: none"> A reflex angle bigger than a straight angle but smaller than a revolution | Correct as follows: <ul style="list-style-type: none"> A reflex angle <u>is</u> bigger than a straight angle but smaller than a revolution |
| p232 [Column 4] | Work with pair of <u>compasseses</u> and drawing patterns with circles can be left until the fourth term | Change <u>compasseses</u> to <u>compasses</u> |

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| p239 [Column 3] | <ul style="list-style-type: none"> Recognize the place value of digits in whole numbers to at least 9-digit numbers Round off to the nearest 5, 10, 100 and 1000 | Change the numbering as follows: <ul style="list-style-type: none"> Recognize the place value of digits in whole numbers to at least 9-digit numbers Round off to the nearest 5, 10, 100 and 1000 |
| p242 [Column 4] | By the end of the year in Grade 6, learners should <u>have an idea</u> realise the impact their choice of rounding off has on the answer. | Delete ' <u>have an idea</u> ' |
| p251 [Column 4] | Example: Calculate: $3\ 848 \div 132$ $\begin{array}{r} 26 \text{ remainder } 52 \\ 132 \overline{) 3\ 848} \\ \underline{-2\ 640} \\ 848 \end{array}$ <p style="text-align: right; margin-right: 100px;">132×20</p> | Correct as follows: $\begin{array}{r} 29 \text{ remainder } 20 \\ \overline{) 3\ 848} \\ \underline{-2\ 640} \\ 1\ 208 \end{array}$ <p style="text-align: right; margin-right: 100px;">132×20</p> |
| p255 [Column 4] | Learners should already in previous grades, <u>have sequenced</u> containers marked in millilitres and/litres. | Correct as follows: $1\ 188$ 132×9 Learners should already in previous grades <u>have sequenced</u> containers marked in millilitres and/litres. |
| p255 [Column 4] | kilolitres only e.g. <u>20/</u> | kilolitres only e.g. <u>20 kl</u> |
| p261 | The skills, operations and number <u>ranges</u> using grams | The skills, operations and number |

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| [Column 4] | and kilograms required are given below. | <u>ranges using</u> grams and kilograms required are given below. |
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| p262 [Column 4] | When learners can add and subtract 6 digit numbers confidently, they may <u>be asked</u> to add or subtract very large numbers until more than 6 digits with or without using calculators. | When learners can add and subtract 6 digit numbers confidently, they may <u>be asked</u> to add or subtract very large numbers until more than 6 digits with or without using calculators. |
| p264 [Column 3] | Further activities to focus learners on <u>characteristics of shapes</u> | Further activities to focus learners on <u>characteristics of shapes</u> |
| p264 [Column 4] | Learners draw circles and patterns with circles using a pair of <u>pair of compasses</u> | Delete repeated ' <u>pair of</u> ' |
| p267 [Column 4] | 25% of <u>R30</u> = - of R300 = R75 | 25% of <u>R300</u> = - of R300 = R75 |
| p268 [Column 3] | <ul style="list-style-type: none"> <u>par</u> graphs | <ul style="list-style-type: none"> <u>bar</u> graphs |
| p271 [Column 4] | They should also try to state the rule e.g. "add 5 to the input value and then <u>diveide</u> by 2. | They should also try to state the rule e.g. "add 5 to the input value and then <u>divide</u> by 2. |
| p273 [Column 4] | In Grade 6 learners should be given opportunities to record their measurements using rulers, in decimal fraction from <u>e.g. e.g.</u> the eraser is 2,5cm long. | Delete repeated word: In Grade 6 learners should be given opportunities to record their measurements using rulers, in decimal fraction from <u>e.g.</u> e.g. the eraser is 2,5cm long. |
| p278 [Column 3, Topic 1.1 Whole numbers: Counting, ordering and representing and place value of digits] | <ul style="list-style-type: none"> Round off to the nearest 5, 10, 100 and 1 000 <u>Round off to the nearest 10, 100 and 1 000</u> | Delete the last bullet: <ul style="list-style-type: none"> Round off to the nearest 5, 10, 100 and 1 000 Round off to the nearest 10, 100 and 1 000 |
| p283 [Last row: ASSESSMENT] | <ul style="list-style-type: none"> area and <u>rerimeter</u> | area and <u>perimeter</u> |

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| p289 [second last row] | <u>REVISION</u> | <u>REVISION</u> |
| p296 [Row 3 Column 3] | 1. Determine the value for if $x + 4 = 10$. [Grade 4] | Insert between 'for' and 'if'. The new statement should read: 1. Determine the value for if $x + 4 = 10$. [Grade 4] |

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| p296 [Row 3 Column 3] | 2. Use three different techniques of calculating <u>488 16</u> | Insert '÷' between '488' and '16'. The new statement should read: 2. Use three different techniques of calculating <u>488 ÷ 16</u> |
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ANNEXURE J

MATHEMATICS: FURTHER EDUCATION AND TRAINING PHASE

| PAGE | Captured as (error) | Change to |
|---|---|---|
| on P12 in Grade 11 | $A=P(1 + in)$ | $A=P(1 - in)$ |
| on P14 in Grade 10 | $P(A \text{ or } B) =P(A) +(B) - P(A \text{ and } B);$ | $P(A \text{ or } B) =P(A) +P(B) - P(A \text{ and } B);$ |
| on P15 in Grade 11 | $\sin^2 \theta + \sin^2 \theta =1$ | $\sin^2 \theta + \cos^2 \theta =1$ |
| on P18 in Grade 10 | Euclidean Geometry and measurement is 20 | Euclidean Geometry and measurement is 30 |
| on P18 in Grade 10 | trigonometry is 50 | trigonometry is 40 |
| on P19 in Grade 11 | Euclidean Geometry and measurement is 40 | Euclidean Geometry and measurement is 50 |
| on P19 in Grade 11 | trigonometry is 60 | trigonometry is 50 |
| on P24 no 1 | 1. The concept ...(input value). | 1. The concept ...(input value) should be taught. |
| on P24 in Grade 10 number 4 | ... and $y = \sin \theta$... | ... and $y = \tan \theta$... |
| on P26 in Grade 10 | ... formulae $A=P(1 + in)$ | ... formula e [$A=P(1 + in)$ |
| on p28 | Diagram not labeled | Label EFGH and MFNH |
| on page 31 no 1 | ... though ... | ... through ... |
| on P32 in Grade 10 number 3 | ... and $y = \sin \theta$ | ... and $y = \tan \theta$... |
| on p 32 bullet no 2 under clarification | Two parameters or examinations. | Two parameters or examinations in trigonometric graphs only. |
| on p34 no 2 on the diagram | there is "x" on the diagram | "x" must be deleted |
| on p34 no 2 on the diagram | O is the centre of the circle below and $\hat{O}_1 = 2x$. | O is the centre of the circle below, LKP is a straight line and $\hat{O}_1 = 2x$. |
| on p38 no 1 | $P(A \text{ or } B)=PA +P(B)$ | $P(A \text{ or } B)=P(A)+P(B)$ |
| on p38 no 3 | The use of Venn diagrams to solve probability problems, deriving and applying formulae for three events A, B and C in a sample space S. | The use of Venn diagrams or contingency tables to solve probability problems for three events in a sample space |
| on p40 example no 5 | Show that $0,9999=1$. | Show that $0,999\dot{9}$. |
| on p42 | $\cos 2\alpha = 1 - \sin^2 \alpha$ | $\cos 2\alpha = 1 - 2\sin^2 \alpha$ |

| | | |
|---------------------|--|---|
| on p44 | 2. ... $x^5 - 2x^3 + px - 1$... | 2. ... $-2x^3 + px - 1$... |
| numbering on p45 | 3.3 was repeated twice | 3.4 |
| on p45 example 1.4 | $f(x) = -\frac{x}{x}$ | $f(x) = -\frac{1}{x}$, for $x \neq 0$; |
| on p49 no 2 | 2. probability problems using Venn diagrams, trees, ... | 2. Probability problems using Venn diagrams, trees diagrams ,... |
| on p54 bullet no 4 | None graphic and none programmable calculators are allowed (for example, to factorise $a^2 - b^2 = (a - b)(a + b)$, or to find roots of equations will be allowed. Calculators hand. | Graphic and programmable calculators are not allowed (for example, calculators which factorise $a^2 - b^2 = (a - b)(a + b)$, or find roots of equations are not allowed). Calculators hand. |
| On p55 in the table | Modelling as ...any topic. | Modelling as ...any topic. Trigonometric functions will be examined in paper 2. |
| | | |

ANNEXURE K

MATHEMATICAL LITERACY

The following editorial errors were picked up during the orientation workshops and it is hereby recommended that they are corrected as indicated:

| PAGE | Captured as | Changes to | | | | | | |
|---|--|--|-----------|--|-----------|-----------|---|---|
| 07(Table 1.4.4) | 'Mathematics' | 'Mathematics/Mathematical Literacy' | | | | | | |
| 13, Figure 2. | The diagram is 'In Front of Text' | The diagram has to be 'dragged' down so that it comes after the hidden text. | | | | | | |
| 14, comment in brackets on the second line. | 'see section 4.2 below for more details' | 'see section 4.4.2 for more details' | | | | | | |
| 24 and 72 | ...(e.g. school) | ...(e.g. classroom) | | | | | | |
| 28 | '1 million = 1 000 00' | '1 million = 1 000 000' | | | | | | |
| 36 | The suggested teaching time for grade 10 is captured as '4-5 weeks'. This contradicts with the work schedule on page 15 where the teaching time is indicated as 3 weeks. | The teaching time for Grade 10 on page 36 should be '3-4 weeks'. | | | | | | |
| 38 | No. of teachers | 1 | 2 | No.3 teachers. | 4 of | 1 | 2 | 3 |
| | Cost per teacher | R2 200,00 | R1 600,00 | Cost per teacher | R2 200,00 | R1 100,00 | | |
| | The figure in bold is incorrect. | | | The figure in bold is the correct one. | | | | |
| 49 | In section 'Financial documents' below 'In order to', the financial documents are listed as if they are all applicable to grades 10,11 and 12. | A dotted line should be inserted between the 8 th bullet (VAT) and the 9 th bullet (UIF, net pay...) such that the first eight bullets are for grades 10, 11 and 12 (last column) and the last eight are for grades 11 and 12. | | | | | | |
| 50 | The grade(s) for the content and context of the section 'Tariff systems' is not indicated. | "Grades 10,11 and 12" to be inserted on the far right, corresponding to the content and context of the section 'Tariff systems'. | | | | | | |
| 54 | There are two dotted lines on this page. The first dotted line leaves the content above it with no grade indication. | The first dotted line is the removed. | | | | | | |
| 63 | 'mm ³ , cm ³ , m ² to ml and litres' | 'mm ³ , cm ³ , m ³ to ml and litres' | | | | | | |
| 109, comment in brackets on | 'see Table 5 on page 99 above' | 'see Table 5 on page 108, subject to further clarity provided below' | | | | | | |

| | | |
|--------------|---|--|
| last bullet. | | |
| 110, Table 8 | 'Contexts focusing on Finance (Financial docuyments and Tariff systems)'. 'Contexts focusing on Finance (Financial documents and Tariff systems)'. | 'Contexts focusing on Finance (Financial documents and Tariff systems)'. |
| 111 | Not captured (an omission, to be inserted as the last part of Paragraph 4.5) | <p>For quarterly reporting purposes as contemplated in Section 17(1) of the National Protocol for Assessment Grades R-12, the tasks within a quarter should weigh as in accordance with their ratio towards the SBA mark. In Grades 10-11 the Assignment/Investigation should constitute 40% of the Term 1 report mark with the Control Test constituting 60% (since the ratio between the Assignment/Investigation ant the Control Test in Term 1 is 10:15 = 2:3).</p> <p>Similarly, the weighting of tasks in the other two term reports should be as follows:</p> <p>Term 2: 25% Assignment/Investigation and 75% Examination. Term 3: 40% Assignment/Investigation and 60% Control Test.</p> <p>This principle shall also apply to Grade 12 as follows:</p> <p>Term 1: 33,33% Assignment; 33,33% Investigation; 33,33% Control Test. (This is equivalent to the average percentage of the three tasks) Term 2: 30% Assignment/Investigation and 70% Examination. Term 3: 30% Control Test and 70% Examination.</p> |

SEPEDI (FAL): FURTHER EDUCATION AND TRAINING PHASE

DITENG

Pg. 1 Boithekgo/Bokamorago line 2, replace Pherekgong>Janaware✓

KAROLO YA 2

Pg. 8 line 2 insert a fullstop at the end of the word mong. ✓

Pg, 9 Under 2.2 bullet 1 nyakegagogo>nyakegago go✓

Pg, 9 bullet 3, line 1 replace the word **a** with **di**✓

Pg, 10 the **subheading** 'Magato a go bala' should not be bulleted

Pg, 14 line 4 under ka morago ga go bala replace mošomo ya>mošongwana wa;
mošongwana>mošomo

Pg, 17 paragraph 2, line 1 replace kgokagono>kgokagano✓

Pg, 17 under Mekgwaya go ruta dingwalo paragraph 2, line 3, put a full stop after the word botlalo. ✓

In line 4 add le dikgopolo between ditlhathollo and tša bona, so that it reads, ditlhathollo
le dikgopolo tša bona✓

Pg, 18 columns 1, row 5, under Dibopego ... delete the word **mane**✓

Pg, 18, last bullet, delete colons before Kabo ya nako.....?

KAROLO YA 3

Pg, 21

bullet 3, line 1 replace the word notla>beakanya ka mantšu a gago✓

Pg. 23, bullet 2, the word efa should be left as it is. ✓

Pg. 23, bullet 6, line 1 press enter at the end of the word, sethaka, and write a fullstop
i.e. Tšweletša le go thekga Is another bullet✓

Pg 24 column 3, block 2, bullet 3 tlhaloša>tlhalošo✓

Pg. 25 3rd column, under Diponagalo, bullet 8, line 3, replace a semicolon with a comma✓

Pg 25, column 3, block 4, bullet 5, dipotsišo>dipotšišo; i.e. replace the s with š ✓

Pg 29 column 1, bullet 5 jela>bojelo ✓

Pg 29, under the heading Nako ye e šišintšwego.....column 2, 2nd row under Nako Mephato ya 10-12 replace bobedi bja batho>batho ba babedi. Backspace the word 'sehlopha' so that it can be next to ya to read as ya sehlopha. ✓

Pg, 30.Bullet 4, delete the word le between ka & tlotlontšu ✓

Pg. 31 Go bala ka tseneleloBullet 4 delete the hyphen in brackets the word should read > go ditlhalošo ✓

Pg. 32 in the subheading, Go bala ka tsenelelo..... delete the fullstop at the end of the heading ✓

Pg. 32, Bullet 2 line 3 replace Lebelela Go ngwala le o hlagiša.....ditšweletšwa>Mabapi le mehuta ya maleba ya ditšweletšwa, lebelela go Go ngwala le Go hlagiša ✓

Pg. 33, bullet 8 replace Somisa>Šomiša ✓

pg. 36 the heading, Botelele bja.....kakaretšo at the bottom of the page to page 37 next to its column. ✓

Pg. 40, the subheading at the bottom of the page 'melao ya tšhomišo ya polelo.....The word mopelete in brackets should be mopeleto ✓

pg. 41Column 3, bullet 2, line 1 the word tlhopho must start with a capital letter T ✓

Pg. 41, the subheading at the top of the table 'Ditaodišo, ditšweletšwa.....The word thuthokwešišo in brackets should be thuthokwešišo ✓

Last column block 3 Bullet 4, page 43 replace dikgokantšhi>dikgokantši;

line 4, ke bjale> le bjale?

pg. 41, under mohola 2 block 1 lebelela morago>lebelela morago?

pg. 43, Column 3, 3rd block, bullet 1 delete tsebatšago>rutago barutwana ka, also put a coma after the word tikologo ✓

Pg. 43, Column 4, 4th block, bullet 3 delete a coma at the end ✓

Bullet 4, replace somiša>Šomiša ✓

Pg. 44, under emeili Column 3, 2nd block, bullet 2, line 6 replace a full stop at the end of yona, with a coma and write the word mohlala with a small letter ✓

Pg. 44, adjacent to emeile, column 3, bullet 6, line 7 kabotlalomafelelong>ka botlalo mo mafelelong; bullet 2 under CC replace the whole sentence with, Ke ba bangwe ba baamogedi bao ba lemošwago goba ba tsebišwago ka ga molaetša wo o romelwago moamogedimogolo. ✓

Pg. 45 adjacent Boitlhalošo, column 3, bullet 4 & 5 make one sentence, join them together. The phrase lefoko la go tswalela le le Should be lefoko la go tswalela leo le There should be spacing after a coma of mohlala, the 'k' of Ke hutša should be a small letter. ✓

Pg. 45 4th column, bullet 3 replace dikgokaganyi>dikgokantšhi ✓

Pg, 47, bold all words in shaded areas ✓

NOTE: Please replace the word Mohola>Morero in the shaded areas in Pages, 41, 44, 47, 49 ✓

Pg. 50, Under Ditšweletšwa tša tirišano tše kopana: replace die-meile by di-emeile ✓

Pg. 52 Adjacent to maswaodikga, replace dihlakakgolo>ditlhakakgolo ✓

Pg. 53, paragraph 3 of the page, line 8 adjust the coma after e kgethilwe; line 10 adjust the fullstop after Mphato wa 10 ✓

Pg. 54, Thutišo 1, bullet 1, line 2, replace itšhodulla>itšhidulla ✓

Pg 54, beke 5 & 6 column 1, line 9 replace itšhudulla>itšhidulla ✓

Pg. 55 Thutišo 3, line 2 write B after k.g.r. with a small letter. ✓

Pg. 57 week 5 & 6 column 2 line 3, replace moithuti>morutwana; line 9, itšhodulla>itšhidulla ✓

Pg. 58 Dibeke 9&10 column 3 delete the š at the end of the sentence in the block; column 4, line 3 replace vidio> video ✓

Pg. 60, Dibeke 15 & 16 column 5 under tlotlontšu, replace bjbj. >bj.bj. ✓

Pg.60, Dibeke 17 & 18 column 5, write a capital letter T in tlotlontšu last paragraph ✓

Pg, 60 column 3 mošomo wa 7 under lephephe la 3; Mei0/Juni> Mei/June ✓

Pg, 58 mošomo wa 1; pg 60, Mošomo wa 5; pg 63, Mošomo wa 8; pg 68, Mošomowa1; pg 71 mošomo wa 5; pg 73, Mošomo wa 8; pg 79, Mošomo wa 1; pg 82, Mošomo wa 5 >Bomolomo/Orale should appear as written here ✓

Pg.61, Dibeke 21 & 22 close the gap between the third sentence with the fourth one after a coma to make it one ✓

Pg, 63 Mošomo wa 9 Column 2 sekopana>se sekopana ✓

Pg, 65 Replace Mošomo wa kelo wa semmušo kotareng ya> Mešomo ya kelo ya semmušo kotareng ya ✓

Pg, 65 Replace **go bolelo** at the end of the paragraph by **go bolela** ✓

Pg, 67 Dibeke 5-6 column 2 insert se before sekopana> se sekopana ✓

Pg, 67 Dibeke 5-6 column 5 Move Mošomo wa Pukuntšu to the next line ✓

Pg, 67 Dibeke 7-8 adjust punctuation ✓

Pg, 71 Mošomo wa 7 replace Mei/juni>Mei/June ✓

Pg, 72 Dibeke 21-22 column 3 replace taba>dintlha; paragraph 2 last line add e between ye and ganetšago, should read ye e ganetšago; column 4 press enter at the end of serewa to shift the sentence below ✓

Pg, 73 27-28 column 4, line 2 sekopana> se sekopana and delete a coma after ditsenywa and insert tša before pukutšatši, should read, ditsenywa tša pukutšatši ✓

Pg, 73 Mošomo wa 10: moleko wa 2 Replace moleko wa 2 >molekwana wa 2 ✓

Pg, 74 Dibeke 33- 34 column 5 replace Mantšho by mantšu ✓

Pg, 75 Dibeke 35- 36 column 3 in **Setšweletšwa sa sengwalo 14**: insert **sa** before **14** ✓

Pg, 75 Dibeke 37- 38 adjust punctuations ✓

Pg. 77 Paragraph 2, line 1 after 1-18, ke gore >ke go re ✓

Pg. 77 Dibeke 1& 2 column 2, line 5, replace makasine>kgatišobaka; column 5 in the last but one line replace the word yona>tikologo and in the last line tikologo>yona ✓

Pg. 78 Dibeke 7&8 column 2, last but one line, replace setšweletvwa>setšweletšwa; ✓

Pg. 78 beke 5 & 6 column 3 last but one line, replace natifiša>natefiša; ✓

Pg 78 beke 7 & 8 column 3, line 11 replace videyo> video ✓

Pg 79 week 9 & 10 column 5, mantšu a jakone>Mantšu a jakone

Pg. 79 mošomo wa 4: Moleko wa 1, replace Moleko>Molekwana; also replace 2ndya with go, should read Tšhomišo.....go dikamano✓

Pg. 80, beke 11 & 12 column 5, dipotšisootherišano>dipotšišotherišano✓

Pg. 84 Dibeke 25 & 26 column 3 line 3, replace lebantsego>lebantšego; setšweletšwe>setšweletšwa; paragraph 2, sepelelanago le >lebišitšwego go✓

Pg. 85 last paragraph under the columns, line 1 replace yo tee > o tee; write k of Kotara with a small letter; line 3 replace mafelong> mafelelong and kotare >kotara✓

Pg 89-90 under Nkatlapana 3 replace all words, Legato la >Maemo a in column 1 of all the blocks below✓

KAROLO YA 4

Note: Find and Replace Moleko with Molekwana✓

Page 88 under Nkatlapana ya 1 and Nkatlapana ya 2: Kakaretšo ya kelo..... 3rd column add orale after bomolomo>Mešomo ya kelo ya bomolomo/orale: ✓

Page 92 Mošomo wa 1, 5 & 8 Bomolomo>Bomolomo/Orale✓

Page 91, 93 Block 4 kotara ya 4 Lephephe la 4 - Bomolomo/Orale✓

Page 94 Mošomo wa 1, 5 & 6 Bomolomo>Bomolomo/Orale✓

Pg, 90 under tekolo 2nd column bullet 2 replace kwešisega with kwešišega✓

In the same bullet move the sentence which starts with Ahlaahla/ swayaswaya with its bullet to the next line✓

Page 91 4.4 line 1 replace ko with ka✓

Pg, 91 Nkatlapana ya 1 should read as Kakaretšo ya lenaneo la dinyakwa tša kelo la Mphato wa 10 -11✓

Page 91 in kotare ya 1 and 3 replace Moleko with Molekwana✓

Page 91column 2 Lephephe la 2 add /Dipuku to Dingwalo then it should read as Dingwalo/Dipuku✓

Page 91 Under Moputso wa kotara, write the k of kotare with a small letter, line 1
Replace Kotarareng with Kotareng✓

Page 91 Under Moputso wa Tlhatlošo line 1 delete meputso e le bjalo✓

Page 92 Under Mošomo wa 2, 3 and 4 M of Meputso should be written in small letters✓

Page 92 Column 4 Replace Tšhomiso with Tšhomišo ALSO delete the two asterisks
next to Tekatlhaologanyo✓

Page 92 column 3 last line replace potšišotherisano with potšišotherišano✓

Page 92 Under Mošomo wa 6, and 7 M of Meputso should be written in small letters✓

Page 92 Under Mošomo wa 9 and 10 M of Meputso should be written in small letters✓

In mošomo wa 9 put meputso ye 20 in brackets Also in Mošomo wa 10 move (meputso
ye 40) next to Tšhomišo ya polelo ya dikamano: Change ya to go, so that it can be,
Tšhomišo ya polelo go dikamano:(meputso ye 40) ✓

Page 92 Under Mošomo wa 9 under Go ngwala Block 2 Replace papatšo with
dipapatšo, Poskarata with Diposkarata, karatayataletšo with Dikarata tša taletšo le
phetolo, Phoustara with Diphoustara, emeile with di-emeile✓

Page 93 under Tlhahlobo ya mafelelo a ngwaga, under **Moleko wa 1** line replace
tšhomišo ya polelo go dikamano with dibopego le melao ya tšhomišo ya polelo ALSO
Replace **Moleko wa 1 with Molekwana wa 1**✓

Page 93 paragraph 3 replace Moleko with Molekwana and also replace magato with
maemo in the last line of paragraph 3✓

Page 93 Nkatlapanaya 3 should read as Kakaretšo ya lenaneo la dinyakwa tša kelo la
Mphatowa 12✓

Page 93 Kotara ya 1, 2 and 3 Replace Moleko with Molekwana✓

Page 93 Kotara ya 4 delete semi colon next to 3 and Put a colon and it should read as
Maphephe a 3: ✓

Page 94 Under Mošomo wa 2, 3 and 4 M of Meputso should be written in small letters✓

Page 94 Under Go ngwala column 3 Mošomo wa 3 replace tirivano with tirišano✓

Page 94 under Mošomo wa 4 Replace **Moleko** with **Molekwana**✓

Page 94 Under Mošomo wa 3 line 8 delete tiišetša la between go and tiišetša✓

Page 94 Under Mošomo wa 7, and 8 M of Meputso should be written in small letters✓

Page 94 Mošomo wa 8 Lephephe la 2 Insert /Dipuku after Dingwalo, It should be Dingwalo/Dipuku✓

Page 94 Under Mošomo wa 9, and 10 M of Meputso should be written in small letters✓

Page 94 mošomo wa 8 and 10 Replace Moleko with Molekwana✓

Page 94 after the block of kotara ya 3 line 1 under Bomolomo/orale delete **mo** of motee to be **o tee**. Also separate **itokišetšwa** and **o** so that it can be itokišetšwa o tee, put a coma after the second o tee in line 1. Motee in line 2 should also be changed to o tee. ✓

Page 95 paragraph 2 line 3 Replace **magato** with **maemo**✓

Page 95 4.4.2 under C **Tekola>Tekolo**✓

Page 96 Line 1 Write Tše pedi with capital letters> TŠE PEDI✓

Page 96 Under B replace Setšweletšwa se 1 by Setšweletšwa se se tee and unbold it✓

Pages 96 Under, Go ngwala line 7 replace makasine with dikgatišobaka✓

Page 96 under C Setšweletšwa sekopana should be written as **Setšweletšwa se sekopana**✓

Page 97 Under Diteng tše di tlogo akaretšwa put a full stop at the end of line 3. ✓

Page 97 in the shaded area delete **la 4** next to Lephephe. Write Lephephe in Capital letters. Write 4 next to Bomolomo and add orale next to Bomolomo so that it reads as **4.Bomolomo/Orale in the first column**✓

Page 97 2nd block under Go bala ga go...and Go theeletša Delete the bullet next to Lekola✓

Page 97 First line under the shaded area line 1 column 2 adjust spacing between a comma and ya✓

Page 97 Under **Go bolela** Unbold **Poleloya go itokišetšwa**✓

Page 97 4.5 GO REKHOTA LE GO BEGA >Go rekhota le go bega✓

Page 97 paragraph 2 lines 4 under Go rekhota le go bega insert tša between ditaba and phapoši>ditaba tša phapoši...✓

Page 97 paragraph 2 line 2 replace moithuti with morutwana✓

Page 97 paragraph 2 line 5 replace diperesente with diphesente✓

Page 97 paragraph 2 line 4 replace dikreiti with mephato✓

Page 97 Replace Kreiti 10-12: with mphato 10- 12 Diiri tše 2✓

With Mphato wa 10: Diiri tše 2✓

Mephato ya 11 -12: In Diiri tše 2: Please write 2 and a half in the form of a number in the 5th column I am unable to write it) ✓

Page 98 on the heading replace DIPERESENTE with DIPHESENTE✓

Page 98 4.6.1 bullet 1 2, 3 Replace Meleko with Melekwana✓

Page, 99 line 1 delete slash/ next to Sešupo✓

Page 99 under 4.7 KAKARETŠO Unbold the sentences only and not the numbers
4.7.1National✓

4.7.2 Tokomane ya✓

TLHALOŠONTŠU

Pg, 100 Start Aekone, 101 Papadišantšu, 102 Poeletšo, 102 Tiragalo ye e golago, 103 Kgegeophetogi, Melao ya go šielana, Kgegeotiragatšo, Go bona ka leihlo la kgopolo with a small letter ✓

Pg, 100 delete kgegeotiragatšo- backspace the whole sentence starting from: ge babogedi ba papadi ba tseba tše di tlogo diragalela baanegwa mola bona ba sa tseba and insert it after the word amegago. Put a slash (/) after amegago, replace a in tseba with e and unbold **ge babogedi ba papadi ba tseba tše**✓

Pg, 100 delete the second kgegeotiragatšo/kgegeoteramatiki the whole paragraph because it has been repeated. ✓

Pg, 100 in kgegeophetogi last line separate tsela and yeo✓

Pg, 101 put kodutlo-1 together with its explanation in the next line✓

In mabokgoni a khoknitifi bold the whole of thutokwešišo✓

Page 101 in mahlakorentši line 2 separate polelo ya dika from tshekamelo ka lehlakoreng le tee put a coma after polelo ya dika

Page 101 Start Kamego in maikutlo with a small letter k ✓

Pg, 101 in mohuta wa setšweletšwa line 1 separate dingwalo from tša ✓

Pg, 101 in mokgwatirišo line 3 remove the bracket after the word papetla. There should be spacing between mokgwatirišo and wo ✓

Pg, 102 line 1 write h of Hlokofala with a small letter ✓

Pg, 102 in Poeletšo insert a between mafelelong and temana ✓

Pg, 102 in temogo ya tshekatsheko ya polelo line 2 separate le and magareng, šomiša and polelo and replace tlhoko with hloko ✓

Pg, 104 bold Kelo ye e theilwego sekolong and write K of Kelo with small letter?

ANNEXURE M

SESOTHO (FAL) : FURTHER EDUCATION AND TRAINING PHASE

| Page number | Original text | Please change to: |
|---|--|---|
| P. 3: Section heading | KAROLO YA 1: SELELEKELA SA SETAMENTE... | KAROLO YA 1: HO LELEKELA SETAMENTE... |
| P. 3: Paragraph 2 under 1.1: Background | Ka sepheo sa ho ntlafatsa Kharikhulamo, Setatemente sa Kharikhulamo ya Naha se ile sa hlophiswa botjha, mme diphetoho tsa kenngwa tshebetsong ka kgwedi ya Pherekgong 2012. (To improve implementation, the National Curriculum...) | Setatemente sa Kharikhulamo ya Naha se ile sa hlophiswa botjha ka sepheo sa ho ntlafatsa kharikhulamo, mme diphetoho tsa kenngwa tshebetsong ka kgwedi ya Pherekgong 2012. |
| P. 4: | (b) Sepheo sa Setatemente sa Kharikhulamo ya Naha Dikereite tsa 10-12 ke ho : | (b) Sepheo sa Setatemente sa Kharikhulamo ya Naha Dikereite tsa 10-12 ke: <i>delete ho in the opening statement:</i> |
| P. 4 | (d) Tokomane ya leano eleng , <i>National Policy pertaining</i> | (d) Tokomane ya leano e leng , <i>National Policy pertaining (separate the words)</i> |
| P. 10: | | |
| P. 19 | Ho bala le ho boha Tshebetso ya ho bala • <i>Ho bala</i> : Ho bala tema ka botebo, titjhere a ntse a tshehetsa ka dipotso; ntshetsopele ya mawa mohl. ho akanya; tsepisa maikutlo kgethong ya mantswe, 2.7 Ditlhokeho tsa ho ithuta Puo ya Tlatsetso ya Pele e le e nngwe ya dithuto (c) Bukantsweohapenehelanangkatlhahisolesed ingletataiso katshebedisoyapuohahokgonahala , baithuti ba be le bukantswe ya dipuo tse pedi (jk. Sesotho/English) | Ho bala le ho boha Tshebetso ya ho bala • <i>Ho bala</i> : Ho bala tema ka botebo, titjhere a ntse a tshehetsa ka dipotso; ntshetsopele ya mawa mohl. ho akanya; tsepamisa maikutlo kgethong ya mantswe, |
| P. 20 | (e) Moithutiakgonehofumanamehlodiebalwangka phaposingya horutelalaeborari ya sekolo le/kapa laeborari | (c) Bukantswe eo hape e nehelanang ka tlhahisoleseding le tataiso ka tshebediso ya puo; ha ho kgonahala , baithuti ba be le bukantswe ya dipuo tse pedi (jk. |

ya setjhaba ka sepheo sa ho tataisa baithuti ho bala ka botebo.

(It appears as if there is no **spacing** between the words)

(h)

Hofumanamehlo die balwang ka phaposing ya ho rutela, lae borari ya sekolo le/kapa lae borari ya setjhaba ka

sepheo sa ho tataisa baithuti ho bala ka botebo.

(There is no **spacing** between the words)

Sesotho/English)

(e) **Moithuti a kgone ho fumana mehlodi e balwang ka phaposing ya ho rutela, lae borari** ya sekolo le/kapa lae borari ya setjhaba ka sepheo sa ho tataisa baithuti ho bala ka botebo.

(Create spacing between words – incomprehensible in this form)

(h) **Ho fumana mehlodi e balwang ka phaposing ya ho rutela, lae borari ya sekolo le/kapa lae borari ya setjhaba ka**

sepheo sa ho tataisa baithuti ho bala ka botebo.

(Correct the **spacing** between the words)

ANNEXURE N

SESOTHO (HL) : FURTHER EDUCATION AND TRAINING PHASE

| Page number | Original text | Please change to: |
|---|--|---|
| Outside Cover page Page 5 (d) last bullet, second line | Kharikhulamu eTswelang Pele elellwa maemo a tharollo | The word has been wrongly spelt and should be <i>Kharikhulamo</i> ; Separate words as <i>e Tswelang Pele</i> The word <i>hore</i> has been omitted; sentence should read as: elellwa <i>hore</i> maemo |
| Page 9, heading 2.1 | Tekanyesto | Word has been wrongly spelt. Should be <i>Tekanyetso</i> |
| P.11. last paragraph p.25 | Beginning words 'Ho bala le ho boha ... Paragraph under heading Tshebetso ya ho bala , secong last line of paragraph- Mosebetsi wa ho bala o tla | Ho bala le ho boha must be bolded Insert the omitted words <i>nakong ya</i> to read as: Mosebetsi wa nakong ya ho bala |
| page 30 | Middle page heading: Padi/ Dipalekgutshwe Dipalekgutshwe di ithutwa feela bakeng sa matlafatso | The new heading should be as follows: Padi/ Novele/ Dipale tsa setso (dipale tsa bohoholo/dipale tsa dibobuwa tsa mehlolohlolo/ dipale tsa bahale/dipale tsa bosatsejweng) <i>ELA HLOKO: DIPALEKGUTSHWE DI ITHUTWA FEELA BAKENG SA MATLAFATSO</i> |
| Page 31. | <i>Below the top 4th bullet – Nako: the whole information on Folklore has been omitted</i> | This information should be inserted underneath the said 4th top bullet: Nako .; or just above the heading Ho ithuta ka difilimi (bakeng sa matlafatso) Ho tlatsetsa dintlheng tse ka hodimo, dikarolo tse latelang tsa sengolwa sa setso/ sehoholo di lokela ho ithutwa : <ul style="list-style-type: none"> • Dithothokiso: <ul style="list-style-type: none"> ○ dithoko (dithoko tsa bahale, tsa leloko) ○ mefuta e fapaneng ya dipina <ul style="list-style-type: none"> ▪ tsa dihla/ dinako tsa selemo/ khalendara ▪ tsa lelapa ▪ dipina tsa nalane (mohl. tsa dintwa) ▪ dipina tsa ho itseka ha |

| | | |
|---------|--|--|
| | | <p>setjhaba le ho lwanela toka</p> <ul style="list-style-type: none"> ▪ dipina tsa mosebetsi (letsema) ▪ tsa manyalo, lerato (lebonyo), tsa tlhompho ; le ▪ dithoko tsa leloko <p>Dipolelo tsa sehloholo: Maele, dikapolelo, dilotho</p> |
| Page 32 | <p>First column, last 3 lines have reference</p> <p>Dipale tsa setso Dipale tsa bosatsejweng le dipale tsa bahale</p> | <p>The highlighted must be corrected by adding the last highlighted line: Dipale tsa setso, dipale tsa bosatsejweng le dipale tsa bahale (<i>matlafatso ho ba ithutang padi, ba sa kgetha sengolwa sa sehloholo</i>)</p> |
| Page 35 | <p>The heading in the middle of the page reading as” Dibopeho le malao ya ho ngola is incorrect</p> | <p>This heading must correctly phrased as: Dibopeho le melao/ditlwaelo tsa tshebediso ya puo nakong ya tshebetso ya ho ngola</p> |
| Page 67 | <p>Last column, second last heading from bottom of page: the word DDibopeho has been wrongly spelt</p> | <p>Delete the first D, the word must read as Dibopeho</p> |
| Page 89 | <p>In the middle row, under <i>Mosebetsi wa 5</i> Puo e hlophiisitsweng ...; word wrongly spelt</p> <p>Same block, last line – Puo e sa hlophiswang: marks wrongly reflected as (10)</p> | <p>The word must correctly be written as ... <i>hlophisitsweng</i> ...</p> <p>Marks for <i>Puo e sa hlophiswang</i> must be written (15)</p> |

ANNEXURE O

TSHIVENDA HOME LANGUAGE: FURTHER EDUCATION AND TRAINING PHASE

| SECTION/ PAGE | ERRORS/ OMISSIONS | CORRECTIONS |
|---|--|---|
| ZWI RE NGOMU(contents) PAGE. 1 | 1. Zwivhumbeo na milayo ya kushumisele kwa luambo. | Zwivhumbeo na milayo zwa kushumisele kwa luambo. |
| KHETHEKANYO YA 2. Section 2 PAGE . 9 | 2. Tshiimo tsha Luambo lwa u Engedzedza lwa u Thoma tshi dzhia | Vhuimo ha Luambo lwa u Engedzedza lwa u Thoma vhu |
| KHETHEKANYO YA 3. Section 3 PAGE. 17 | 3. U thetshesela u itela u wana mafhungo o tiwaho | U thetshesela u itela u wana mafhungo o khetheaho |
| Section 3.4, PAGE . 45 | 4. ZWIVHUMBEO NA MILAYO YA KUSHUMISELE KWA LUAMO | ZWIVHUMBEO NA MILAYO ZWA KUSHUMISELE KWA LUAMBO |
| Teaching plan GIREIDI YA 10 THEMO YA 2 Page | 5. Zwivhumbeo na milayo ya kushumisele kwa luambo 6. | Zwivhumbeo na milayo zwa kushumisele kwa luambo. NB. The same change should be made throughuot the whole Taeching Plan on the same paragraph |
| Thebuḽu ya 3: Vhuimo ha kuhumbulelele na kupfesesele kwa u linga Page. 84 | 7. Mbudziso dzi no amba nga mafhungo a so ngo tou ambiwaho nga hao ngomu mafhungoni | Mbudziso dzi no amba nga mafhuno o bviselwaho khagala kha tshibveledzwa |
| Thebuḽu ya 3: Vhuimo ha.... Page. 84 | 8. U humbulela (Vhuimo ha 3) | U humbulela na u dzhia tsheo ho ḁisendekaho nga vhuḽanzi vhu re kha tshibveledzwa (Iniferentsi) |

| | | |
|---|---|--|
| | | |
| Page.85 | <p>9. U khodzedzela (Vhuimo ha 5) tshiñwalwa</p> <p>10.</p> | U takalela, tshibveledzwa |
| <p>APHENDIKISI: Page 101</p> <p>APHENDISI: Page 101</p> | <p>11. ZWIVHUMBEO NA MILAYO YA KUSHUMISELE KWA LUAMBO</p> <p>12. Dzina khumbulelwa dzina la</p> | <p>ZWIVHUMBEO NA MILAYO ZWA KUSHUMISELE KWA LUAMBO</p> <p>Dzina khumbulelwa/dzina la ngelekanyo, dzina la zwi</p> |
| Page 101 | 13. ngelekanyo, dzina la zwi kwameaho, dzinatwititi, | kwameaho, dzina zwało, dzina mbumbano, dzina tserekano, dzina la zwi vhaleaho, dzinaliiti |
| Page 101 | 14. dzinazwało, dzina tserekano, dzina mbumbano, dzina | /dzherandi, nefhungo, tshitwa, mbeu, thukhufhadzo, thithilidzo, madzina avhumbwaho a tshi bva kha diñwe thinwaipfi dza muambo. |
| Page 101 | 15. guṭe, dzina mbalo (la zwi vhaleaho), dzina vhukuma, dzinaliiti/ dzherandi, nanzhiṭo na dziñwe thinwaipfi dza muambo | |
| Page 101 | 16. Masala a mbalo | Masala a khumelamurahu, tsumbo, Ene muṇe |

| | | |
|----------|-------------------------------|---------------------------------------|
| Page 101 | 17. Maiti a tshimadzi | Maiti a mbuletshedzo |
| Page 101 | 18. Mbudziiso | Tshivhumbeo tsha mbudziso |
| Page 101 | 19. Fhungodavhi tserekaano | Fhungo tserekano ji na fungo davhi |
| | 20. Thevhekano/ | Ndunzhendunzhe |